English Long Term Plan-KS1

Term	Fiction				Non-fiction		Poetry	
Autumn 1	**Core Text: Grandad's Camper** **Purpose**: Writing to inform **Audience:** Parents **Form:** First person recount e.g. postcard				**Core Text: Grandad's Camper** **Purpose**: Writing to entertain **Audience:** Parents **Form:** Simple narrative		Poetry: Free verse poetry-**The Old Field by D J Enright** or similar - A Year full of Poems poems with a theme e.g. Autumn	
	Y1	**Y2**	**Y1**	**Y2**			**Y1**	**Y2**
Sentence types:	➢ 1A sentence	➢ 2A sentence ➢ Question sentences	➢ 1A sentence ➢ Exclamation sentences	➢ 2A sentence ➢ Exclamation sentences			➢ List sentence ➢ Stanzas/verses ➢ Poetic intention ➢ Rhyme (or not) ➢ Simile ➢ Personification	
Grammatical features:	➢ Using adjectives to describe nouns ➢ Using and to join adjectives and independent clauses	➢ Using wider expansion before the noun ➢ Using commas to separate adjectives	➢ Using adjectives to describe nouns. Use 'and' to join adjectives and independent clauses	➢ Using wider expansion before the noun ➢ Using commas to separate adjectives ➢ Progressive verb forms ➢ Use of adverbs after verbs				
Text Toolkit	➢ Simple sentences ➢ Capital letters and full stops to demarcate grammatical boundaries ➢ Looking at sentence types: statement and question.	➢ Simple and compound sentences ➢ Wider expansion of noun phrases ➢ Capital letters and full stops ➢ Commas for listed adjectives ➢ Correct use of tense throughout ➢ Looking at sentence types: statement and question.	➢ Simple sentence ➢ Capital letters and full stops to demarcate grammatical boundaries ➢ Sequencing of events in the right order ➢ Simple setting description	➢ Simple and compound sentences ➢ Wider expansion of noun phrases ➢ Capital letters, full stops, exclamation marks ➢ Commas for listed adjectives ➢ Correct use of tense throughout ➢ Problem and resolution format ➢ Setting descriptions				

English Long Term Plan-KS1

	Fiction		Non-fiction		Non-fiction	
Autumn 2	**Core Text:** Inside the Villain **Purpose**: Writing to entertain **Audience:** KS2/library **Form:** Character description		**Core Text:** Hodgeheg **Purpose:** Writing to inform **Audience:** **Form:** Instructions		**Core Text:** Cops and Robbers **Purpose**: Writing to inform (fiction) **Audience:** **Form:** Newspaper report	
	Y1	**Y2**	**Y1**	**Y2**	Y1	Y2
Sentence types:	➢ 1A/2A sentences ➢ Exclamation sentences	➢ 1A/2A sentences ➢ Exclamation sentences ➢ BOYS sentences	➢ 1A/2A sentences ➢ Command sentences	➢ 1A/2A sentences ➢ Command sentences	1A/2A sentences	List sentences First word, last word
Grammatical features:	➢ Co-ordinating conjunctions (and, or, but) ➢ Full stops ➢ Exclamation marks ➢ Capital letters for proper nouns	➢ Co-ordinating conjunctions (and, or, but,so) ➢ Subordinating conjunctions (when, if, that, because) ➢ Adverbs ➢ Apostrophes for contractions ➢ Progressive tenses	➢ Co-ordinating conjunctions (and, or, but) ➢ Full stops ➢ Capital letters for proper nouns	➢ Verb forms and tenses ➢ Accuracy of verbs and nouns ➢ Adverbs after nouns	➢ Word class: adjective, noun, verb ➢ Full stops ➢ Exclamation marks ➢ Commas for lists ➢ Co-ordinating conjunctions	➢ Word class: adjective, noun, verb ➢ Full stops ➢ Exclamation marks ➢ Commas for lists ➢ Co-ordinating conjunctions
Text type toolkit	➢ Simple sentence ➢ Capital letters and full stops to demarcate grammatical boundaries ➢ Sequencing of events in the right order	➢ Correct and consistent use of tense ➢ Simple sentences ➢ Wider expansion of noun phrases ➢ Capital letters and full stops ➢ Commas for listed adjectives	➢ Simple sentences ➢ Capital letters and full stops to demarcate grammatical boundaries ➢ Looking at sentence types: statement and question.	➢ Simple and compound sentences ➢ Wider expansion of noun phrases ➢ Capital letters and full stops ➢ Commas for listed adjectives	➢ Headlines ➢ Tier 3 words ➢ 5 Ws ➢ Introduction, body, summary/conclusion	➢ Headlines ➢ Paragraphing ➢ Sub-headings ➢ Subordinate clauses (when, if, that, because) ➢ Tier 3 words ➢ 5 Ws ➢ Introduction, body, summary/conclusion

	Y1 (orange)	Y2 (green)	Y1 (orange)	Y2 (green)	Y1	Y2
	➢ Simple setting description	➢ Correct use of tense throughout ➢ Looking at sentence types: statement and question.		➢ Correct use of tense throughout ➢ Looking at sentence types: statement and question. ➢ Headings/ sub-headings- text layout		
Spring 1	**Core Text: Orion and the Dark by Emma Yarlett** **Purpose**: Writing to Entertain **Audience:** Family **Form:** 1st Person Narrative		**Core Text: Mr Wolf's Pancakes by Jan Fearnly** **Purpose**: Writing to Entertain **Audience:** **Form:** Modern, traditional tale		**Poetry: Traditional rhymes** **Purpose**: To entertain **Audience:** Class/parents **Form:** Performance	
	Y1	**Y2**	**Y1**	**Y2**	Y1	Y2
Sentence types:	➢ 1A/2A sentences ➢ Question sentences	➢ 1A/2A sentences ➢ Exclamation sentences; question sentences ➢ BOYS sentences	➢ 1A/ 2A sentences ➢ Question • Newspaper layout and features • Five Ws	➢ -ly sentence ➢ BOYS sentences ➢ Expanded noun phrases ➢ Subordinating conjunctions ➢ Short sentences	Children learn a range of traditional rhymes or classic rhyming poetry by heart, to perform to an audience. This can be done as a group but also individually. e.g. Little Miss Muffet There was a Crooked Man Oranges and Lemons To Market, to Market The Owl and the Pussycat Cats For able Y2, any suitable rhyming poems could be used. Focus on: ➢ Rhyme ➢ Rhythm ➢ Repetition ➢ Meter ➢ Syllables ➢ Emphasis	
Grammatical features:	➢ Co-ordinating conjunctions	➢ Co-ordinating conjunctions	➢ Co-ordinating conjunctions	➢ Co-ordinating conjunctions		

	(and, or, but) ➢ Full stops ➢ Exclamation marks ➢ Capital letters for proper nouns	(and, or, but,so) ➢ Subordinating conjunctions (when, if, that, because) ➢ Adverbs	(and, or, but) ➢ Full stops ➢ Exclamation marks ➢ Capital letters for proper nouns	(and, or, but,so) ➢ Subordinating conjunctions (when, if, that, because) ➢ Adverbs	
Text type toolkit	➢ Simple sentence ➢ Capital letters and full stops to demarcate grammatical boundaries ➢ Sequencing of events in the right order ➢ Simple setting description	➢ Correct and consistent use of tense ➢ Correct and consistent use of tense ➢ Simple sentences ➢ Wider expansion of noun phrases ➢ Capital letters and full stops ➢ Commas for listed adjectives ➢ Correct use of tense throughout ➢ Looking at sentence types: statement and question.	➢ Simple sentence ➢ Capital letters and full stops to demarcate grammatical boundaries ➢ Sequencing of events in the right order ➢ Simple setting description ➢	➢ Correct and consistent use of tense ➢ Correct and consistent use of tense ➢ Simple and compound sentences ➢ Wider expansion of noun phrases ➢ Capital letters and full stops ➢ Commas for listed adjectives ➢ Correct use of tense throughout ➢ Looking at sentence types: statement and question.	
Spring 2	**Core Text:** Literacy Shed animation **Purpose**: Writing to Entertain **Audience:** **Form:**		**Core Text:** Lots: The Diversity of Life on Earth **Purpose**: Writing to inform **Audience:** **Form:**		Poetry: Classic poetry- Poems written in a classic style e.g. Blue Bottle by Judith Nichols Albatross by Laura Mucha

English Long Term Plan-KS1

	Y1	Y2	Y1	Y2	Y1	Y2
Sentence types:	➢ 1A sentences	➢ -ly sentence ➢ BOYS sentences	➢ 1A sentences	➢ List sentences ➢ 2A sentences		
Grammatical features:	➢ Co-ordinating conjunctions (and, or, but) ➢ Full stops ➢ Exclamation marks ➢ Capital letters for proper nouns	➢ Co-ordinating conjunctions (and, or, but,so) ➢ Subordinating conjunctions (when, if, that, because) ➢ Adverbs	➢ Co-ordinating conjunctions (and, or, but) ➢ Full stops ➢ Exclamation marks ➢ Capital letters for proper nouns	➢ Verb forms and tenses ➢ Accuracy of verbs and nouns ➢ Adverbs after nouns ➢ Expanded noun phrases ➢ Subordinating conjunctions		
Text type toolkit	➢ Simple sentence ➢ Capital letters and full stops to demarcate grammatical boundaries ➢ Sequencing of events in the right order ➢ Simple setting description	➢ Correct and consistent use of tense ➢ Correct and consistent use of tense ➢ Simple sentences ➢ Wider expansion of noun phrases ➢ Capital letters and full stops ➢ Commas for listed adjectives ➢ Correct use of tense throughout ➢ Looking at sentence types: statement and question.	➢ Simple sentences ➢ Capital letters and full stops to demarcate grammatical boundaries ➢ Looking at sentence types: statement and question.	➢ Simple and compound sentences ➢ Wider expansion of noun phrases ➢ Capital letters and full stops ➢ Commas for listed adjectives ➢ Correct use of tense throughout ➢ Looking at sentence types: statement and question. ➢ Headings/ sub-headings-text layout		
Summer 1:	**Core Text:** The Koala Bear that Could **Purpose**: Writing to inform		**Core Text:** The Tear Thief **Purpose**: Writing to Entertain		Poetry: Poems with a shape.	

English Long Term Plan-KS1

	Audience: **Form:** Non-chronological report		**Audience:** Family **Form:** Create a wanted poster to find the Tear Thief		
	Y1	**Y2**	**Y1**	**Y2**	
Sentence types:	➢ 1A sentences	➢ List sentences ➢ 2A sentences	➢ 1A sentences	➢ -ly sentence ➢ BOYS sentences	
Grammatical features:	➢ Co-ordinating conjunctions (and, or, but) ➢ Full stops ➢ Exclamation marks ➢ Capital letters for proper nouns	➢ Expanded noun phrases ➢ Subordinating conjunctions	➢ Co-ordinating conjunctions (and, or, but) ➢ Full stops ➢ Exclamation marks ➢ Capital letters for proper nouns	➢ Co-ordinating conjunctions (and, or, but,so) ➢ Subordinating conjunctions (when, if, that, because) ➢ Adverbs	
Text type toolkit	➢ Simple sentences ➢ Capital letters and full stops to demarcate grammatical boundaries ➢ Looking at sentence types: statement and question.	➢ Simple and compound sentences ➢ Wider expansion of noun phrases ➢ Capital letters and full stops ➢ Commas for listed adjectives ➢ Correct use of tense throughout ➢ Looking at sentence types: statement and question. ➢ Headings/ sub-headings-text layout	➢ Simple sentence ➢ Capital letters and full stops to demarcate grammatical boundaries ➢ Sequencing of events in the right order ➢ Simple setting description	➢ Simple and compound sentences ➢ Wider expansion of noun phrases ➢ Capital letters and full stops ➢ Commas for listed adjectives ➢ Correct use of tense throughout ➢ Looking at sentence types: statement and question. ➢ Headings/ sub-headings-text layout	

English Long Term Plan-KS1

Summer 2:	**Core Text:** The Magic Finger **Purpose**: To entertain **Audience:** **Form**: Narrative		**Core Text:** The Emerald Forest **Purpose**: Writing to persuade **Audience:** The Prime Minister **Form: A letter** Persuasive advert/ poster		
	Y1	**Y2**	**Y1**	**Y2**	
Sentence types:	➤ 1A sentences	➤ -ly sentence ➤ BOYS sentences	➤ 1A sentences	➤ -ly sentence ➤ BOYS sentences	
Grammatical features:	➤ Co-ordinating conjunctions (and, or, but) ➤ Full stops ➤ Exclamation marks ➤ Capital letters for proper nouns	➤ Co-ordinating conjunctions (and, or, but,so) ➤ Subordinating conjunctions (when, if, that, because) ➤ Adverbs	➤ Co-ordinating conjunctions (and, or, but) ➤ Full stops ➤ Exclamation marks ➤ Capital letters for proper nouns	➤ Co-ordinating conjunctions (and, or, but,so) ➤ Subordinating conjunctions (when, if, that, because) ➤ Adverbs ●	
Text type toolkit	➤ Simple sentence ➤ Capital letters and full stops to demarcate grammatical boundaries ➤ Sequencing of events in the right order ➤ Simple setting description	➤ Simple and compound sentences ➤ Wider expansion of noun phrases ➤ Capital letters and full stops ➤ Commas for listed adjectives ➤ Correct use of tense throughout ➤ Looking at sentence types: statement and question. ➤ Headings/ sub-	➤ Imperative verbs ➤ questions ➤ List sentences ➤ Repetition ➤ Layout and font features	● Imperative verbs ● Rhetorical questions ● List sentences ● Repetition ● Layout and font features ● Clear point of view ● Direct address ● Repetition ● Alliteration	

English Long Term Plan-KS1

		headings-text layout			